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ABSTRACT

Eight new approaches to collegiate general education are described. In an introductory overview article, "Toward the Reconstruction of General Education," Jerry Gaff, director of a project on general education models, provides specific suggestions for institutional renewal, such as the formation of a task force, composed of faculty, students, and administrators, to prepare a plan for curricular revision. The following are the eight programs briefly described: Cedar Valley College's "Skills for Living," a program to identify skills for life enrichment to be infused into all programs at the college; University of California at Berkeley's College Seminar Program, a limited enrollment program offering freshmen and sophomores a two-year program of intensive study in small, interdisciplinary seminars; Wheeling College's Faculty Development Workshops, which focus on students' reading and writing problems; Appalachian State University's Bachelor of Technology Program, a program which accepts only graduates with Associate of Applied Science degrees for training as instructors in two-year colleges and technical institutions or as technicians for industry with broad educational backgrounds; Haverford College's General Education Program, a program requiring students to show competence in seven elements of dimensions present in many courses (such as history, being and value); Ottawa University's "Vocation and the Liberal Arts," an issue-oriented core of six courses; Johnson County Community College's General Education Modules, a program of modules focusing on humanities issues and integrated into existing occupational program courses; and Luther College's "Paideia," a freshman requirement concentrating on a classical background. An update on two previously described courses and 22 other programs are listed. Contact persons at each institution are also reported. (PHR)

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New Approaches to General Education—II

Concern for the quality of general education pervades higher education. While the debates at Harvard received wide publicity, interest extends to colleges and universities throughout the country. All types of institutions—community colleges, large state universities, small liberal arts colleges—have established committees to examine current programs and to make proposals for reform. On many campuses, new general education programs are now in operation.

This issue of the Forum for Liberal Education *describes eight of these programs. Along with the October 1977 and November 1978 issues, this publication is designed to assist those institutions considering curricular changes by demonstrating the variety of approaches now in existence. Almost anyone contemplating general education reform should find something of interest among these different examples, as each college has tried to achieve broad general education goals in a way consistent with its institutional mission, faculty, and student body.*

Jerry Gaff, director of Project GEM, opens this issue by reminding us all not to jump too quickly to solutions before considering all the relevant influences on general education today. He continues by providing specific suggestions for action based on the experiences of the members of GEM. The issue also contains an update on two of the programs featured in the November 1978 issue on general education. Finally, it provides a list of additional institutional programs and a set of other resources for those persons interested in pursuing the general education concept in greater depth.

Toward the Reconstruction of General Education

by Jerry G. Gaff, Director,
Project on General Education Models,
Society for Values in Higher Education

It is no longer news that general education is in disarray. Two years have elapsed since the Carnegie Foundation for the Advancement of Teaching declared that general education is a disaster area, and since the faculty at Harvard University began debating the report of its Task Force on the Core Curriculum. It is also no longer news that these two highly touted events touched off what has been called a new national debate about general education, as countless individuals in the nation's colleges and universities voiced their own quiet concerns about the quality of undergraduate general education.

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What *is* new is that the debate has turned into action. Conferences have been held to discuss issues; articles and books have been written to expound analyses and to make proposals; projects have been initiated to solve problems; associations have mounted new programs to support reform; and foundations have set up new funding programs to support curricular innovations. Above all, hundreds of individual colleges and universities have taken concrete steps to strengthen their general education programs.

This marks the first time since the days immediately following World War II that sustained national attention has been directed toward general education. Needless to say, the world is radically different now, so it is necessary to think about general education in fresh ways. The last wave of curricular reform occurred in the 1960s when, fired by liberation philosophy, school after school relaxed or dropped requirements. Today's challenge is to reconstruct general education, a vastly more difficult and complex endeavor than simply removing restrictions. These circumstances call for creativity in designing general education for the contemporary context.

In what directions are curricular reforms moving? At first blush it appears that reformers are marching off in all directions. Although many have been swayed by calls for a core curriculum, some interpret this as meaning a common body of knowledge for their students; others stress common skills and abilities; others seek common experiences, not exclusively curricular, as a means to rebuild academic community; and still others see little reason to require anything common to all students.

Amid the conflicting analyses and proposals two schools of thought and action may be identified. One stresses the reinstitution of conventional distribution requirements, which consist primarily of traditional academic disciplines, usually taught with familiar lecture and seminar methods. Proponents tend to accept the rhetoric of "back to basics" and to believe that more structure is necessary to improve the quality of education. They harken back to the golden days before the curriculum was loosened by the concern for relevance and before the preference for career education led students away from the liberal arts.

There are two serious limitations to this approach. First, an array of disciplinary offerings with required distribution is the one model of general education with which we have had extensive experience, and many of the problems we face today attest to its limitations: the fragmented character of the curriculum, the absence of an accepted philosophy or rationale, lack of student and faculty interest, and no centralized coordination or administration of general education. Furthermore, breadth is only one part of what most people accept as components of general education. Basic and advanced learning skills and integrative learning are additional components, neither of which is addressed by distribution requirements.

The second school of thought resists the all too human tendency to return to familiar patterns. While agreeing that the integrity of general education needs to be re-established, proponents argue that new models need to be devised which will be appropriate to the contemporary context. This approach is more laborious, since it involves a great deal of fresh thinking and innovative acting, precisely at a time when campus morale and fiscal flexibility have sunk to new lows. Nor does it hold out the promise of easy success, simply because those who choose this course must sail in unchartered waters.

Yet, consider a few of the circumstances that have changed since 1945 when the Harvard "Redbook," *General Education in a Free Society*, was published and launched the last great push for general education. First, private colleges and universities, numerically and influentially dominant then, have been eclipsed by the development of a much more differentiated system of higher education. There no longer is, if there ever was, a single model of effective general education. Programs operated by such leading private institutions as the University of Chicago or St. John's College no longer serve as useful guideposts to others as they once did when the system was more homogeneous. Today we need to find ways to realize the classic values associated with general education for a large number of different types of colleges and universities.

Following World War II the United States was concerned primarily with Europe; people wanted to understand why Germany, perhaps the most advanced nation in Western Europe, caused the holocaust, how a repetition could be avoided, and what was needed to rebuild a devastated continent. It was natural that integrated Western civilization courses became the central feature of general education. Today, however, a larger global perspective is needed with special emphasis on non-Western cultures, because this nation is facing significant problems in Asia, Africa, the Middle East, and South America—geographical and cultural areas in which Americans are relatively unschooled.

A third fundamental change has been the increase in the diversity of students as well as in their numbers. Larger numbers of women, ethnic minorities, adults, part-time, poorly skilled, foreign, and handicapped students are enrolled; while these "non-traditional" students tend to be concentrated in disproportionate numbers in certain kinds of institutions, it is a rare school that has not been affected at all by this broadened base. It is important to ask whether general education means the same thing for a 45-year-old as for an 18-year-old, for a student who is sophisticated in abstract and theoretical discussions as for one oriented toward concrete and practical matters. Isn't the question of *who* studies at least as important as *what* is studied? This is far from an academic issue (if the pun can be forgiven) because in the present environment students surely will be able to find a school that will give them what they want. If institutions fail to shape their curricula around the interests of students, they may be giving their schools the kiss of death by jeopardizing future enrollment.

In this endeavor to reconstruct the curriculum, each school must devise a program appropriate to its own mission, history, and character; to the needs and interests of its students; and to the talents and interests of its faculty. This may be illustrated by reference to the Project on General Education Models, a three-year consortium of fourteen diverse colleges and universities, in-

cluding liberal arts colleges, research-oriented universities, state colleges, community colleges, and professional schools, all different settings in which general education is practiced. We have found that the schools have different problems in regard to general education and naturally are taking different steps to strengthen that part of the curriculum. Assuring that students possess basic skills is a central focus at Catonsville Community College (MD) and Florida Agricultural and Mechanical University; finding ways to provide general education to a largely adult commuting student body is a major concern at Northeastern Illinois University and Indiana University at South Bend; fashioning general education for students in vocational programs, such as cosmetology and welding, as well as in academic transfer programs—as was recently mandated by the State Board of Education—is an important concern at the Community College of Denver; and promoting integrative learning experiences is a goal at Bucknell University and Carroll College.

The Project assists each institution to strengthen its program by means used in other efforts at institutional renewal. The following steps we have taken may be of value to others.

1. A task force has been assembled at each institution. It is composed of faculty members, students, and administrators, since all have legitimate interests in general education and can make important contributions to its reconstruction. Since this is a specially designated group with members appointed by top administrators who have charged them to prepare a plan for curricular revision, it is not seen as just another committee.

2. Task force members must have the time and energy necessary for carrying out this major leadership responsibility. For that reason institutions are required to provide release time for faculty, academic credit or monetary payment for students, and clear relief from other responsibilities for administrators, even if at modest levels.

3. Resources about historical and contemporary thinking concerning general education have been compiled. Faculty members, although well-read in their disciplines, are not well acquainted with recent thinking about the curriculum, research on students, innovative developments in other institutions, strategies for institutional change, and other topics relevant to curricular reform.

4. Curricular planners need to know not only something about students and faculty in general but about those constituencies at their own institution. In our Project we devised a student questionnaire and a faculty interview on general education. Both instruments can help a task force to learn more about the goals, experiences, and opinions regarding general education as well as to identity some of the talent that can be mobilized in the campus reform effort.

5. Although the primary leadership responsibility must rest with local people, external consultants can be of considerable help. They can provide broader perspectives, give new information, offer advice about overcoming conflicts and problems, and give encouragement and reassurance. A few days of consultation are available to each task force during the year.

6. Members of task forces need the opportunity to share their experiences, both their problems and their successes, with like-minded persons. Within the Project our meetings provide such opportunities, but others can attend workshops or conferences or even arrange meetings with soul mates in the region for the same purposes.

7. A small budget is important. A little secretarial assistance, a few office supplies, the wherewithal to purchase some books and materials, and an opportunity to travel to a couple of meetings would be basic needs. Of course, if the task force could go on a retreat, hold a few dinner meetings, or have occasional refreshments, that would be an important expression of appreciation for what is often a thankless task.

These are a few of the ways we in the Project are going about the business of reconstructing general education. Many schools tend toward premature closure and decide to simply go with a warmed over distribution requirement. Our Project attempts to keep the doors open, so that participants can explore issues more deeply and consider more alternatives than they thought otherwise. Conceptual and strategic breakthroughs may come from the resource materials, a consultant visit, or a retreat. Our faith is that the sustained attention to general education, aided by these elements, will generate the kind of creative and contemporary programs that are needed. Several of these steps can be duplicated on any campus seriously concerned about general education.

Previous eras of reform have left their marks on American higher education. The period after World War I led to the creation of Columbia's Peace Studies that was to become the backbone of its exemplary general education program and to the founding of experimental colleges such as Bennington and Bard. The post-World War II period spawned integrated Western civilization programs; the 1960s witnessed the establishment of many individualized curricular programs as well as the creation of several alternative institutions. What will be the result of the current wave of reform? It is too early to answer that question, but the tremendous amount of activity today virtually guarantees that general education will be different in the future than it is today. It is up to us to make sure that our revisions offer enduring benefits for a generation of students. It will be at least a decade, perhaps longer, before we get the opportunity again.

Cedar Valley College
Skills for Living

In 1977 the Dallas County Community College District began to look systematically at its goals for general education, not only in terms of traditional academic skills but also values, attitudes, and skills for life enrichment. One of the missions of the district is "to help students equip themselves for effective living and responsible citizenship in a rapidly changing local state, national and world community." The identification of Skills for Living is the approach that Cedar Valley College has used to achieve that mission.

The Skills for Living concept is the identification, not of coping skills but of skills for life enrichment to be infused into all programs at the college. A faculty and staff committee defined a set of competencies that would enable students to live more effectively and responsively as a result of their postsecondary educational experience, assuming previous achievement of basic reading, writing, and computation. Skills for Living is organized into three broad categories. The first, Relationships, includes the following competency areas: Living with the Developing Self, Living with Others, and Living with Environments. This category is based upon the assumption that individual fulfillment and social responsibility are achieved in part through realization of one's unique sense of self and through the responsible acceptance of the interdependency of that self with others and with one's environment.

Individuals play three important economic and sociopolitical roles in their lifetimes. Thus the second competency category, Roles and Functions, addresses Living as a Producer, Living as a Consumer, and Living in the Community. The third category, Orientations, is based upon the premise that an individual's approach to life situations is fundamental for all roles and relationships. Living Creatively and Living in the Future are competency areas included in this category. These three categories of goals are designed to become an integral part of all the activities, academic and extracurricular, at the college; they are not intended to be the basis of separate courses.

The Skills for Living concept has been generally well-accepted at Cedar Valley, in large part because the competencies describe goals that have been present in many courses all along but have not been clearly articulated. Thus faculty members find it easy to refocus existing courses to address explicitly one or more of the Skills for Living competencies. For example, several communications and English courses have incorporated new readings and have drawn new implications from them; astronomy and chemistry courses now have Living with Environments as the organizing theme. Students in these classes continue to learn basic principles of literary analysis or physical science, but find new applications for them.

Only one completely new course has been devised with Skills for Living as its structure. The cooperative education program now offers a seminar for co-op students, drawing on community people as lecturers. Some faculty members have also suggested an orientation course and a capstone course to introduce students to the Skills for Living concept and to assist them in a synthesis of their experience. No final decision on such courses, however, is expected in the near future.

The integration of Skills for Living into existing courses has special benefits for part-time and non-degree students who would be unlikely to take a core curriculum or required interdisciplinary courses. The approach also has logical extensions to non-curricular components of the college as well. For example, the health service has begun a physical fitness and health maintenance program for students and staff using the Skills for Living concept as justification. Cedar Valley is holding a British weekend, with films, exhibits, lectures, and other extra-curricular events, to help meet the goal of expanded cultural awareness. Reduced tuition for senior citizens has also been tied to Skills for Living.

At the district level, all seven colleges of the Dallas County Community College District are examining their curricular offerings using the Skills for Living concept as the basis for analysis. In a large and diverse district, the colleges in the past have had some problems with program integration. Skills for Living is proving to be an idea on which most people can agree, a documentation of existing concerns and activities. Also, this year the Skills for Living concept is written into the district-wide statement of goals; all seven colleges take these goals seriously and consider their programs in light of these statements.

Thus Skills for Living is providing the starting point for renewed attention to the important intangibles in the educational process. By addressing such qualitative outcomes as well as those that are precisely measurable, the Dallas County Community College District hopes to achieve its objective of preparing students for effective living and responsible citizenship.

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University of California at Berkeley
Collegiate Seminar Program

The Collegiate Seminar Program (also known as Strawberry Creek College) is an experimental, limited enrollment program having many aspects of a lower division college. It offers to freshmen and sophomores on the Berkeley campus a two-year program of intensive study in small, interdisciplinary seminars.

Each seminar constitutes two-thirds of the student's work during the quarter. Rather than surveying a broad area of knowledge as preparation for future specialization, each seminar, focused on a relatively new and unexplored problem, enables the student to learn the methods of investigation characteristic of different disciplines. The program's seminars are offered on changing subjects, mainly in the humanities and social sciences, but including the natural sciences as they affect human and social questions. The traditional departmental undergraduate subjects are not taught. Usually team-taught, the seminars represent either current research interests of the faculty or the ap-

plication of faculty expertise to problems of general concern. Seminar enrollments are limited to a twelve-to-one student-faculty ratio. Seven seminars are being offered during the fall 1979 quarter on such subjects as Environment, Power, and Society; Women and Poverty; Self and Society in Contemporary Writing; and Criticism: Judging Quality in Art.

One of the purposes of the seminars is to develop creativity and analytical skill in research and communication. All seminars have a minimum writing requirement of 7500 words, usually in the form of a major research paper and two to four shorter papers; grading for the seminars is based largely on these assignments. Very little class time is spent on writing instruction, however, and there are no formal writing texts or exercises. Instead, the small class size allows faculty to devote a considerable amount of time to individual writing needs outside of class. The first paper is used to diagnose any problems in writing and analytical thinking. Subsequent writing assignments, usually in the form of short research reports, demand greater precision in defining problems while encouraging wider use of university facilities to investigate them. Such papers often help students to identify topics that they will want to pursue in greater depth. Research and preparation of the final research paper occupies most of the student's time outside of class during the last half of the quarter. Throughout this period, students maintain an ongoing dialogue with one another and their instructors through the preparation of annotated bibliographies, outlines, and rough drafts of the final papers.

The informal, democratic structure of the seminars contributes to the growth of communication skills. Students assume responsibility for running the seminars, facilitating class discussions on assigned readings and outside research, and in organizing course materials. Special attention is given to both speaking and listening skills in small group discussions. The exchange of ideas that takes place helps students enlarge upon or revise their thinking; the giving and accepting of criticism similarly increases awareness of the diversity of possible approaches to the problems under study. As much as possible, the instructors allow students to reach and uncover issues by themselves, and to come to their own conclusions with a minimum of interference; two hours of class time each week are spent in a students-only class session.

Originally designed six years ago as one of a number of colleges-within-the-college offering a variety of learning styles, the Collegiate Seminar Program has provided the structure and guidance that was missing from the first two years of the undergraduate curriculum. With its own students and faculty, the program has encouraged dialogue and exposure of students to a diversity of views, working against an easy acceptance of any single approach to scholarship. The seminars exploit the fact that students learn powerfully from each other. Their involvement in the conduct of the class, its self-governance, a mastery of the decorum of listening, and the personal acquaintance that the seminars offer, all contribute to an atmosphere where students interact cooperatively rather than competitively with each other. In comparison to other lower division students, seminar participants have demonstrated more confidence with large projects, being better able to define a topic, to locate primary and secondary source materials, and outline and draft a research paper. Above all, the seminars promote a degree of maturation within the students as they are exposed, often for the first time, to the idea of accepting responsibility for their own education; and thus, in exploring areas of deep intellectual concern, their studies become an exploration of themselves, their limitations, and their strengths.

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Wheeling College

Faculty Development Workshops

In an effort to make its faculty members more aware of the difficulties faced by new and underprepared students, Wheeling College has conducted faculty development workshops focused on the students' reading and writing problems. Funded through the college's Title III, AIDP grant, the workshops were designed to inform faculty members from all disciplines about methods for teaching reading and writing to underprepared students (approximately one-third of each incoming class) and how to cope with this part of the student body in traditional, academically rigorous courses.

Two-week long workshops were held in 1977 and 1978. Faculty participants were limited to those who teach primarily freshman and sophomore level courses. The first week of each workshop was made up of sessions designed to be participatory rather than instructional; the coordinator of Basic Skills English, who chaired the workshop, elicitied group discussion and participation rather than lecturing or presenting ideas unilaterally. Not all sessions were led by English department faculty. For example, psychology professors led discussions on test anxiety and test construction, while a chemistry professor led discussions concerning approaches to underprepared students in the natural sciences. The eleven sessions held during the 1978 workshop included such topics as a profile of the underprepared student at Wheeling College and effective approaches to teaching such students; testing; choosing readable textbooks, how to help students read texts efficiently, and responding to reading problems; approaches to underprepared students in the humanities, social sciences, and natural sciences; approaches to learning disabilities; grading; and syllabus preparation. Among the more successful sessions were those on giving essay tests and writing assignments that work, and on test design, construction, and grading. Interestingly, the workshop concluded that faculty often give test questions and writing assignments which do not clearly require the answers and responses sought by the faculty member. In these cases, the students who can guess the instructor's intent often do better than those who fail to do so, including most underprepared students. General discussions pointed out ways in which this guessing game can be avoided.

In the second week of the workshop, the participants wrote reports on methods they would utilize to assist underprepared students in their classes and constructed syllabi for those courses. On the last day of the workshop, faculty members exchanged and discussed their reports.

Faculty members benefitted from the workshop in several ways. First, faculty in areas other than English realized their share in the responsibility to teach reading and writing skills. There was general agreement that a number of methods for assisting underprepared students could be used which would not undermine the integrity of the course. Moreover, the faculty became more aware of available services such as reading and writing labs on campuses. Several faculty also realized that their present textbooks were difficult reading even for students at the graduate level, and began to seek out more suitable texts. Perhaps the most striking benefit of the workshops, however, has been the commitment of many previously reluctant faculty to improve their courses and reach the underprepared student more effectively. The results of a preliminary evaluation of these students has shown an overall improvement in their grades in courses taught by workshop participants.

Because funding was not available this past summer for another two-week workshop, a one-day session open to all faculty was held in late August. Again, a discussion format was used to look at an expanded range of topics, such as the honors student, library use, grading standards, and academic advising. Wheeling's faculty development workshops have proven to be a low-cost yet effective means to improve student performance. In addition, they have been helpful in building a sense of community among faculty members, particularly in their sharing of resources and abilities to more effectively reach the underprepared student.

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Appalachian State University
Bachelor of Technology Program

The Bachelor of Technology Program at Appalachian State University reverses the typical sequence in which students earn general education credits early in their academic careers and then enter specialized majors. This program only accepts applicants who have completed the requirements for the Associate of Applied Science degree or its equivalent, historically a terminal degree, gained in a business or engineering technology program in either a technical institute or community college. These transfer students must then take a minimum of 61 semester hours at Appalachian State. The program has two primary objectives: to provide vocational and technical instructors for two-year colleges and technical institutions, and to provide technicians for industry who have broad educational backgrounds.

The general education requirements for the Bachelor of Technology include twelve hours from among such typical freshman areas as American and British literature, introduction to art or music, film studies, and philosophy or religion. Among ten hours of social sciences, students ordinarily take Western Civilization, Educational Psychology, and an elective. In addition to twelve hours in the business or engineering area of specialization, students need six to eight hours in one of the natural sciences. As special requirements during their first semester, students must demonstrate writing, reading, and speech proficiency; failure in any one area leads to an individualized, noncredit laboratory course with tutorial, such as Laboratory in Writing. A course in developmental English is also available.

Because these people are planning to teach in the two-year college setting, the professional education section requires 27 credit hours in typical courses such as History of Public Education, Educational Media, Human Relations and Interactions, Methodology, and Survey of Community Colleges. The Bachelor of Technology program, however, also requires an Internship in Occupational Programs, a ten-credit course where the student gains teaching and administrative experience in a community college or technical institution. Each student is required to work 20 contact hours for each semester hour of credit earned; the Bachelor of Technology staff feels that 200 contact hours are necessary for the intern to gain a thorough understanding of the two-year school from both instructional and administrative perspectives. The total contact hours include actual in-class instruction, planning and preparation for class instruction, visits to the various administrative offices, and office hours. A seminar is designed to complete and summarize the educational section of the Bachelor of Technology Program.

In addition to the on-campus program, a field-based Bachelor of Technology which uses a cluster-admissions approach is offered at six other campuses. The cluster concept admits at the beginning of the program a number of students who then complete the entire course of study as a group; after a designated date, additional students are not accepted.

The Bachelor of Technology was originally developed in 1970 in response to a need for technical teachers in community colleges; it also intended to open the way to new vocational opportunities for skilled and motivated students with terminal two-year degrees. In 1978, the program accepted both traditional and non-traditional students from nineteen schools and from among 31 possible business and engineering technology areas. In the same year, including the spring and summer commencement, the Bachelor of Technology Program graduated 119 students.

With a 60 percent return rate from a questionnaire sent to every '72, '73, and '74 graduate, a survey determined that 42 percent of the graduates found jobs within community colleges, usually in teaching, while 51 percent were placed in business and industry, often in supervisory roles and in personnel training. Seventy-two percent agreed that the degree was instrumental in their placement, and approximately 15 percent continued their academic work at the master's level.

The Bachelor of Technology Program takes students whose original direction was exclusively toward a terminal

technical degree and provides a path of vocational advancement. The program gives future teachers a necessary humanistic and cultural background, and students in the business and industrial worlds the ability to see problems in larger contexts. The degree also provides an opportunity for personal enrichment. On the whole, perhaps because they are a little older, more mature, and with some professional training behind them, these highly motivated Bachelor of Technology students find greater value in their general education courses than the typical first year student.

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Haverford College
General Education Program

In continuing discussions about curriculum, Haverford faculty members found that they were better able to agree on educational policy matters than on a definition of liberal education. Thus their approach to setting requirements for all students was based on the common intention that all students show competence in a foreign language, show competence in writing English, and acquire a broad liberal education. Rather than imposing traditional distribution requirements, Haverford had identified seven elements or dimensions present in many courses. All students are required to take a combination of courses that includes all seven dimensions: natural science, quantitative or symbolic analyses, history, being and value, social and behavioral science, aesthetics and literature, and laboratory, field, or artistic experience.

The program recognizes that courses offered in different divisions can actually have similarities in approach. For example, analytical methods based on mathematics are found in economics as well as in the physical sciences; as some psychologists base their work on insights provided by biology, they tend to adapt methods of the natural sciences. Each course in the Haverford curriculum has a total of three dimension points which are assigned in the one or two dimensions that the course emphasizes. Each student is required to accumulate three points under each dimension by enrolling in a combination of appropriate courses. For example, students can accumulate points in the analysis category in the mathematics, physics, chemistry, economics, and philosophy departments; points in the third category, history, are offered in courses in history, religion, music, and English. In addition to the point distribution, students must complete a freshman seminar, a writing seminar, and a foreign language requirement.

Haverford also offers a series of General Programs courses in all departments designed specifically for non-majors. Directed by the Committee on General Programs, institutionally equal to traditional academic departments, these courses may be introductory in approach or may attempt to bring the insights and techniques of one discipline to bear on problems important to another. The range is such that students may meet almost all their dimension requirements by enrollment in general programs courses. General Programs offerings include Twentieth Century Physics and Philosophy, Problems in Public Management, Sociology of the Family, Interpretation of Life in Western Literature, History of Film, Aggression, and Ethics and the Professions.

In addition to their value to students, General Programs courses also stimulate interdisciplinary skills of the faculty. The combination of these courses and the point system described above allows Haverford to direct students toward a structured educational program without requiring specific courses for general education.

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Ottawa University
Vocation and the Liberal Arts

The general education program at Ottawa University consists of an interdisciplinary, issue-oriented core of six courses distributed over the students' college career. In the first semester of the freshman year, students enroll in a core course entitled Vocation and the Liberal Arts, designed to help students to understand the nature of the liberal arts and their relationship to their personal and career development.

The course is conducted in a small discussion group setting, and emphasizes the development and sharpening of students' abilities to understand, articulate, and defend a position. The content of the course builds successively upon five topics. The first, the world of work, provides a basis for subsequent reflection on the phenomenon of work. Through readings from Terkel's *Working* and a short paper reflecting upon previous work experiences, the student encounters a variety of work situations and acquires some familiarity with a range of work experiences. The goal is to make the student become self-consciously aware of what it is to work as well as the variety of forms that this experience can take. Categories for understanding the varied character of work are developed; for example, work can be concerned with things, ideas, or people. Positive and negative features of various kinds of work experiences are considered. Ultimately, the students arrive at their own definition of work, distinguishing between concepts of work, career, vocation, and occupation. At this point, students begin to consider what sorts of work experiences appeal to them and why they are attractive.

The second section of the course looks at work and values, helping students to recognize that work should be more than just a job. Rather, it is the focus for those value

concerns that give meaning and purpose to life. Students undergo a series of value clarification exercises in order to become more aware of their own value commitments. Essentially, this section points out the fact that work has a non-economic justification: it is a central and crucial feature of human life, not simply as a means to physical survival but as an expression of a more fundamental dimension.

The next two sections, work and leisure and work and liberal education, continue the preceeding discussion by looking at work from different perspectives which again raise questions of the nature of one's values. Students read Josef Pieper's essay "Leisure: The Basis of Culture," and contrast it to Marxist and classically Protestant views of work, and then attempt a definition of the liberal arts and liberal education. Against this background, the class is divided into small groups and given the task of designing a liberal arts college which would respond appropriately and adequately to students' needs for vocational clarity and the college's obligation to be a liberal arts college. Innovation and creativity are encouraged as the groups integrate the preceeding material with their own reflections on work, values, and careers. At the end of the course, each student prepares a paper in which the central concepts of the course and the student's own insights are put together in light of his/her education at Ottawa. The paper is then read by a tutor/adviser and discussed with the individual student, noting the implications of the paper for the student's career at the university.

The Vocation and the Liberal Arts course fulfills general education objectives beyond the creation of an understanding of career and education. It helps students to develop skills in reading critically and analytically, writing clearly and precisely, and speaking in a variety of contexts. It provides a supportive group experience in which students can deal with the problems and joys of new college students. Also, it provides an academic context that reflects and supports the advising process and that provides an occasion for that process to be most effective.

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Johnson County Community College
General Education Modules

The problem of integrating general education into highly concentrated vocational education programs is a continuing concern for many community colleges. Career programs designed to prepare students for employment within one or two years leave little room for general education courses. At Johnson County Community College, this problem has been addressed through the development of modules carefully focused on humanities issues and integrated into existing occupational program courses.

The integrative approach grew out of preliminary and informal lecture exchanges conducted at Johnson County over several years. In the past, members of the psychology faculty had lectured to classes in fashion merchandizing on the psychological factors pertinent in selection of apparel and on behavioral modification to classes in dental hygiene; philosophy faculty lectured to introductory law enforcement classes on the changing view of man during the Enlightenment. The favorable acceptance of these efforts by both occupational students and faculty suggested that broader exposure to liberal education might be accomplished in this way.

A consultant grant from the National Endowment for the Humanities, in addition to a grant from AAC's Project QUILL, provided ideas for the design of the modules and the support for faculty release time for their development. Faculty from the humanities and social science divisions worked together to select and develop modules for use in business, nursing, journalism, and law enforcement courses. Units that have been produced focus on such issues as the history of law enforcement in America, ethical issues in nursing, ethical issues in business, changing concepts of work, anthropology and the mass media, and the impact of technology upon occupations. To develop the units on law enforcement, a professor of history conferred with faculty at John Jay College of Criminal Justice (CUNY) on the use of history in the law enforcement curriculum, and with the Legal Studies Program faculty at the University of Massachusetts at Amherst on source materials, curriculum planning, and course structuring. As a result, four fifty-minute video-tape presentations were prepared on the history of the police and the political machine, the history of changing definitions of crime, the history of vagrancy laws, and the bill of rights. A bibliography and supplemental discussion materials were developed for classroom use. Similarly, a philosophy instructor produced a series of case problems on ethical issues in business situations. These problems, often taken from real life situations, involve ethical choices of both personal and social dimension; they are introduced to students in management courses and provide a basis for decision-making in similar circumstances. As an outgrowth of a module in ethics and nursing, an experimental, one credit course on Ethical Issues in American Health Care has been developed in cooperation with the nursing faculty and team taught during the fall, 1979, semester.

The implementation of these modules has varied. Besides the use of lectures and interviews on video tape, in-class presentations are often delivered by humanities or social science faculty; in other cases, materials have been developed to aid the occupational instructor in presenting the subject matter to the class. In every instance, an attempt is made to introduce the material at an appropriate time so that the topic blends well with the regular course material, while adding a dimension that otherwise would not be present.

The integrative module approach to humanities issues has been well received at Johnson County. It has succeeded in reaching a greater number of students enrolled in occupational programs while adding significantly to the relevance of the issues treated. Having the humanities component integrate with the career material has given credibility to the issue because it has the support of the instructor and is viewed as important enough to be worked into specialized content courses. Requests have been

received from other areas of occupational instruction such as hospitality management, data processing, and fire protection for modules to be developed for use in courses in these programs. Also, it has been recognized that the humanities can benefit from the technical expertise and information provided by certain career programs; as a result, faculty are exploring the integration of modules on technology, careers, information systems, and computer literacy in general education courses.

Beyond the Johnson County campus, the modular approach will serve as a model for a three-year project to integrate humanistic and career education at seven community colleges; at home, this approach has stimulated new dialogue between humanities and career program faculties, systematically addressing the importance of values, creativity, heritage, community, and personal understanding in areas of all educational programs.

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Luther College
Paideia

Paideia, the ancient Greek word for education, is the name of a new program continuing a decade-long tradition of interdisciplinary, required freshman courses at Luther College. Designed as a prologue to the liberal arts, *Paideia* awakens students to the accumulated wisdom of their cultural heritage and to their role in carrying on that heritage. It concentrates on the college's roots in the Classical, Lutheran, and Norwegian backgrounds, combining a body of historical and literary material with an emphasis on the development of critical writing skills. As a result, *Paideia* develops a sense of identity and self knowledge through the ability to think and write clearly, allowing the student to see the present and the personal in the context of broad social, cultural, and historical perspectives.

Paideia I is a two-semester, eight credit course taught by members of the English and history faculty. Students attend two common lectures and two small discussion groups each week. The course is divided into four basic units, each with two or three primary texts. The first semester surveys both ancient Greece (Homer's *Odyssey*, Herodotus' *Histories*, and Sophocles' *Oedipus the King*) and the Renaissance, with a short transitional study in the Medieval period (Dante's *Inferno*, Machievelli's *The Prince*, Luther's "Address to the German Nobility," and Shakespeare's *Othello*). During the second semester students work toward a consciousness of global history by looking at the contrast between Black and Norwegian experiences in the new world (*Autobiography of Malcolm X*, Rolvaag's *Giants in the Earth*), and at Marxism in the People's Republic of China (*The Communist Manifesto*, and selections from Mao Tse-tung). A series of final readings includes Gilbert Highet's *Man's Unconquerable Mind* and *Ambiguous Adventure*, a Senegalese novel by Cheikh Hamidou Kane. The faculty has prepared two substantial booklets which help focus the course with readings, reference materials, and reading guides.

Beyond traditional literary and historical concerns, the faculty concentrates on the development of critical reading skills and on clear, effective written expression. The students are taught essential principles of efficient and economical writing in close conjunction with the readings; serving as examples of this conjunction, four lectures and a final examination study question focus on rhetorical patterns in such diverse works as the *Odyssey* and *Othello*. Students write five papers the first semester; during the second, they follow a research paper schedule which teaches research and writing skills. In general, faculty and students agree that *Paideia* stimulates a critical appreciation of the written word.

Paideia II is partly concerned with the ethical dimensions of persuasive writing but concentrates primarily on the philosophical issues implicit in making ethical decisions; it is a one semester, four credit seminar in such areas as Technology and Human Values, Social Institutions and Personal Identity, and Bioethics. Students acquire the theoretical sophistication necessary for making informed ethical choices as well as an awareness of the relation of the Christian tradition to other historical and cultural traditions. Taught by interdisciplinary faculty teams and headed by a member of either the philosophy or religion department, *Paideia* II completes the program requirement.

Originally, the study units of *Paideia* were individually designed and isolated from other departments. However, a greater unity of the *Paideia* faculty has evolved, producing a more coherent plan for the program. As one example, faculty met in workshops this past summer to develop a specified sequence of writing assignments and to work toward greater agreement in assessment and evaluation. During the January 1980 winter term, the International Studies Branch of the U.S. Office of Education will help fund a Chinese studies program for the entire faculty of *Paideia I*. The program will invite experts on China to lead a series of seminars and lectures.

The quality reading of significant literary and historical texts, the development of writing and research skills in close conjunction with the literature, and the concentration on cultural, historical, and ethical values combine to give *Paideia* a continuity of process and purpose. As a result, freshman students at Luther have a common educational experience that helps them realize the value of centuries of shared wisdom in helping preserve the vitality of modern life and in stimulating their self-knowledge.

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Forum Update

Gustavus Adolphus College

A Program to Strengthen the Humanities at Gustavus Adolphus College

The Gustavus program, designed to increase awareness of and appreciation for the Humanities, is based on the course cluster in which three or four courses that are already a part of the curriculum are grouped together around a common theme, historical period, or geographic area. The emphasis of the cluster is not on interdisciplinary instruction but rather on the complementarity of the courses themselves. Inclusion in a cluster does not remove the course from departmental jurisdiction; in fact, clusters include courses from humanities, natural sciences, and social science divisions.

Twelve clusters have been assembled since the start of the program, on such topics as The Languages of Learning, Truth and Illusion, Medieval Humanism and Its Continuing Influence, Modern Scandinavia, and Perspectives on Revolution. Two new clusters for the 1979-80 academic year are Basic Options, consisting of two introductory religion and philosophy courses, and Writing in the Social Sciences, which combines courses on reading and writing, principles of sociology, and international relations. Cluster enrollment has continued to grow, due in part to an emphasis on clusters at the introductory level.

A second part of the program is a series of weekly seminars designed to stimulate discussion among faculty, students, and members of the community about the humanities, and to concentrate discussion upon humanistic issues implicit or explicit in non-humanistic disciplines. While no seminars were held during the past year, two will be offered during 1979-80. The first seminar, Beyond the Pathetic Fallacy: The Question of Human Awareness and Animal Awareness, will examine the possible relations between animal communication and the mind of man. The spring seminar, Women in Humanities, will examine the question of whether or not the humanistic perspective of women is different from that of men.

Finally, the writing component of the program has been strengthened. Four new courses have been added to the English department, including a two-semester sequence in journalism and two sophomore level courses in expository writing. As a result, the increase in the number of offerings has produced a decrease in class size by one-third.

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Illinois Central College

The DOORS Program

The DOORS program (Development of Operational Reasoning Skills) at Illinois Central College offers a core program of courses for assisting undecided and high risk community college students in their first semester. The program stresses the development of student reasoning abilities as its primary objective, while at the same time encouraging positive attitudes toward learning and enhanced self-esteem among students.

With a grant from the Fund for the Improvement of Post Secondary Education, Illinois Central has formed a consortium to assist six additional community colleges to begin DOORS-type programs. William Rainey Harper College (IL), Prairie State College (IL), Joliet Junior College (IL), Surry Community College (NC), Community College of Allegheny County (PA), and Seminole Community College (FL) will work together with Illinois Central to develop cognitive-based programs appropriate for the various student populations served by these six community colleges. Beginning with a workshop in early December, 1979, the members of the consortium will participate in a series of activities that demonstrate the applications of Piaget's model of the development of intelligence to specific courses in the community college curriculum. DOORS staff members feel that the other colleges in the group cannot adopt existing materials but can adapt the model to their own offerings.

For the remainder of the academic year, faculty and staff at each participating college will meet together in weekly seminars (with release time) to develop course materials for local programs. With the assistance of site visits by DOORS personnel, each college will advertise and enroll students for programs in the fall of 1980. By the end of the grant period, it is hoped that a network of cognitive-based programs will be created to strengthen the offerings for entering students at a range of community colleges across the country.

The biggest problem at the original program at Illinois Central continues to be student recruitment. Despite advertising and other efforts, the students who might benefit most from the DOORS program are not aware of its existence; most entering students come as referrals from the counselors on campus. DOORS staff members plan to work more closely with local high schools to intervene earlier in the college decision process.

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Additional Programs

Alfred University, Alfred, NY 14802
General Education Program—This project has two main features. First, it emphasizes basic competencies which students must demonstrate through proficiency examinations or course work in written and oral communication, mathematics, and physical education. Secondly, it emphasizes a 32-credit exposure to six areas of knowledge: literature, philosophy or religion, the arts, historical studies, social sciences, and natural sciences.
J. Gilmour, Chair of the Curriculum Committee

Brown University, Providence, RI 02912
Undergraduate Curriculum—Instead of common courses or distribution requirements, Brown strives for a strong general education program through effective academic advising and intelligent student decisions.
Harriet Sheridan, Dean of the College

Columbia State Community College, Columbia, Tennessee 38401
Freshman Humanities Tutorials—With the aid of a pilot grant from the National Endowment for the Humanities, a series of Freshman Humanities Tutorials is designed to improve students' basic humanistic skills of reading, writing, discussion, analysis, and synthesis as well as to introduce texts and ideas from "the great ages of man." Each tutorial group has ten students with an instructor who directs them in studies of The Classical Age, The Middle Ages, The Age of Faith, and the Renaissance: Modern Man Emerging.
Douglas O. Eason, Project Director

Hobart and William Smith Colleges, Geneva, NY 14456
Freshman Sequence—This required, three-term sequence begins with an examination of the nature of human cognition; during the second term, freshmen examine one of three historical periods in depth, while the course concludes with a multi-perspective approach to problems facing society. The freshman courses place a strong emphasis on developing students' abilities in conceptualization and communication, particularly in writing.
Ruth F. Claus, Provost

Lynchburg College, Lynchburg, VA 24501
The Lynchburg Plan—This program's general education requirements come under two options: a traditionally-based General Option and a Thematic Option, designed to provide a focus and synthesis for the general education experience on themes such as Environmental Studies and Energy Resources, Man and the Imagination, Science, Technology, and Human Values, and War and Peace. The Thematic Option requires 36-42 credit hours divided in thirds among the humanities, natural sciences, and social sciences. Both options require a Senior Symposium designed to serve as a bridge between formal college courses and the continuing life-long study of great issues.
James A. Huston, Dean

Ohio Dominican College, Columbus, OH 43219
Integrated Liberal Studies and Critical Skills—With the support of National Endowment for the Humanities pilot grant, Ohio Dominican is testing four courses, two on comprehensive liberal studies and two on basic critical skills, for inclusion in the curriculum as prerequisites for the current humanities requirement.
Ronald Carstens, Project Director

Oklahoma Baptist University, Shawnee, OK 74801
Unified Studies—In response to fifteen goals specified for the general education curriculum, the Unified Studies program coordinates the subject matter of introductory and upper division required courses to provide a comprehensive, complementary approach to general education.
William R. Mitchell, Dean of Arts and Sciences

Trinity University, San Antonio, TX 78284
General Education Curriculum—As a fundamental part of its institutional mission, Trinity University has a program of general studies designed to organize and promote knowledge in the areas of arts and letters, humanities, social sciences, and natural and mathematical sciences. Leaving students free to choose their priorities within a broad curriculum, the program ensures a sense of the dimensions of civilized knowledge.
J. Norman Parmer, Vice President for Academic Affairs

The Project on General Education Models (GEM) is a three-year consortium of schools working individually and collectively to strengthen general education. Sponsored by the Society for Values in Higher Education and supported by the Exxon Education Foundation and the Fund for the Improvement of Post Secondary Education, Project GEM includes the following institutions:

Bucknell University, Lewisburg, PA 17837
Jackson Hill, Associate Professor of Music

Carroll College, Waukesha, WI 53186
Glen Van Haitsma, Department of English

Catonsville Community College, Catonsville, MD 21228
Wilson Watson, Director of Freshman English

Community College of Denver, Denver, CO 80218
Pamela Phillips, President's Office

Florida A & M University, Tallahassee, FL 32307
Eva Wanton, Chairperson, Task Force on General Education

Indiana University at South Bend, South Bend, IN 46615
William Frascella, Chairman, Department of Mathematics

Northeastern Illinois University, Chicago, IL 60625
Reynold Feldman, Dean of Program Development

Oregon State University, Corvallis, OR 97331
Richard Clinton, Associate Dean, College of Liberal Arts

Rochester Institute of Technology, Rochester, NY 14623
Mary Sullivan, Dean, College of General Studies

National Technical Institute for the Deaf, Rochester, NY 14623
Barry Culhane, Division of General Studies

State University of New York—College at Brockport, Brockport, NY 14420
Robert Strayer, Director of General Studies

University of Nebraska—Lincoln, Lincoln, NB 68588
Max Larsen, Dean, College of Arts and Sciences

University of the Pacific, Stockton, CA 95204
Clifford Hand, Academic Vice President

Valparaiso University, Valparaiso, IN 46383
Marcus Riedel, Chairman, Educational Policy Committee

Resources

Center for the Study of Community Colleges and ERIC Clearinghouse for Junior Colleges. *The Humanities in Two-Year Colleges: Trends in Curriculum*. Los Angeles: University of California, 1978.
Humanities in two-year colleges have been put under great pressure in recent years by the steady and dramatic increase of part-time and adult students and by growing enrollments in occupational programs and non-credit courses. This book intends to help improve the status of the humanities by offering suggestions, by identifying particular trends, and by giving considerable information about courses and enrollments in each of the humanities disciplines. It also provides data from a faculty survey about attitudes, demographics, future plans, and work orientations of instructors in each discipline. Each section includes references.

Center for the Study of Community Colleges and ERIC Clearinghouse for Junior Colleges. *The Humanities in Two-Year Colleges: What Affects the Program?* Los Angeles: University of California, 1978.
This book looks at twenty case study two-year colleges; it identifies and analyses both the external influences, negative and positive, on their humanities programs and the internal dynamics, both negative and positive, of program development. It includes recommendations for those who wish to bolster their humanities offerings.

Gaff, Jerry G. "What's Wrong with General Education?" *GEM Newsletter*, issue No. 2 (July, 1979). Project on General Education Models. This essay analyses the problem areas in setting up general education pro-

grams and explores such issues as lack of coherence, vagueness in setting up goals, overemphasis on specialization, questions of relevancy, careerism, faculty development, and accountability. The essay is followed up with two case studies of schools which had to confront these problem areas and develop some sound ideas in dealing with them.

General Education: A Guide to Resources. Prepared by the Project on General Education Models and the Association of American Colleges. Washington: Association of American Colleges, 1980.
This guide has been prepared to aid individuals and groups as they review existing general education programs and seek to fashion ones that will be more effective. Several topics relevant to general education are discussed: concepts of general education, students and outcomes, curricular approaches, non-curricular dimensions, teaching and advising, implementation strategies, and evaluation. The guide consists mainly of published materials, along with resource organizations and individuals who can be contacted for advice and information. Each chapter contains an essay that gives perspectives on the given topic, as well as an annotated bibliography. The guide will be particularly useful to individuals just beginning their inquiry into the area of general education.

Hammons, James O. "General Education: A Missed Opportunity Returns." *New Directions for Community Colleges: Shaping the Curriculum.* Number 25. San Francisco: Jossey-Bass Inc., 1979.
Hammon suggests that community colleges have another chance to make good on their stated purpose of offering general education. He lists and analyses forces against and favoring general education.

Hunter, Walter. "Competency-based General Education." *New Directions for Community Colleges: Shaping the Curriculum.* Number 25. San Francisco: Jossey-Bass Inc., 1979.
Hunter shows how general education can have specifically defined objectives. He includes a list of eight abilities defined by the faculty of Alverno College as the broad goals of competency-based general education. He further shows how specific competencies such as in communication and oral communications can be developed within the broad categories of abilities.

Lehrfield, Joel. "Two Programs of Liberal Education: A Commonplace Analysis." *The Journal of General Education,* XXX, 4 (Winter, 1979), 255-266.
Using four "commonplace" terms as an analytic method for approaching curriculum theory, the student, the milieu, the subject matter, and the teacher, Lehrfield compares the general education curricula of Sarah Lawrence and Antioch Colleges in the years 1920-1950. These two remarkably consistent programs, developed in a period of vigorous debate about defining a liberal and a general education, reveal how a web of relationships tie pieces of curricular theory together.

Rudolph, Frederick. *Curriculum: A History of the American Undergraduate Course of Study Since 1636.* San Francisco: Jossey-Bass, 1977.
The author documents the fundamental shifts in curriculum development over the last three hundred and fifty years beginning with "The English College on the American Frontier" and ending with a look at "The Last Fifty Years." Rudolph sees a decline in general education as vocationalism and specialization erode humanistic and values-oriented curricula. Some of his conclusions are provocative: "College and university faculties, strongly oriented toward their academic disciplines and wedded to the mystique of scientific investigation and suspended judgment, are not a likely source of encouragement for any renewal of concern with values and character."

Shulman, Carol Herrnstadt. "Revamping Core Curricula." *Research Currents.* AAHE-ERIC Clearinghouse on Higher Education, 1979. (Ed 169 877).
This review looks at the reasons behind the current momentum for curricular reform, and describes efforts to promote a particular aspect of this movement: the core curriculum concept. The issues involved in institutionalizing new curricular ideas are exemplified in the core curricula area. A valuable bibliography is included.

Simmons, Adele, et al. "Is the Core Curriculum the Best Way to Educate Students to Deal with the Future?" *Change: The Magazine of Learning.* Vol. II, No. 2 (March 1979), pp. 26-9.
A provocative, stimulating dialogue taking on a variety of crucial and controversial issues in general education: How do we define the core curriculum? How should such courses be taught? What constitutes the core? What do students learn from the core? What do students fail to learn? What role should academic advising play?

Smith, Al and Janette M. Martin. "Developing a Values Curriculum." *New Directions for Community Colleges: Shaping the Curriculum.* November 25. San Francisco: Jossey-Bass Inc., 1979.
This is a discussion of how community college faculty can integrate values education into the two-year college curriculum by first selecting objectives and a conceptual framework and secondly by implementing an integrated approach. They also outline how in-service faculty development programs play a crucial role in supporting the integrated approach. The article lists several case studies and includes a valuable reference section.

The Forum for Liberal Education

Volume II, No. 2

Kathryn Mohrman, *Editor*
John W. Hager, *Assistant Editor*
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The *Forum for Liberal Education* is a topic-oriented publication featuring a subject of importance for liberal education in each issue. It does not endorse or evaluate institutional activity. Rather, it describes various ways in which institutions of higher learning address important common concerns. Upcoming issues of the *Forum* will look at career education, academic advising, new ways of teaching the natural sciences, and the creative arts in the liberal arts curriculum. Contributions of program information from *Forum* readers is encouraged.

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